

***Missouri***  
***Annual Blind/Visually Impaired Literacy Study***  
***December 2004***

Missouri Department of Elementary and Secondary Education  
Division of Special Education

*Missouri Annual Blind/Visually Impaired Literacy Study*  
December 2004

TABLE OF CONTENTS

PURPOSE.....	1
BACKGROUND .....	1
DATA ELEMENTS .....	1
Data Element 1: The methodology of the study.....	1
Data Element 2: The percentage of eligible students in the study who read Braille, print, or large print. ....	3
Data Element 3: The number of students who have a visual impairment sufficient to meet the definition of "eligible student" as defined in RsMo section 162.1130. ....	4
Data Element 4: The number of students currently reading Braille, large print, and standard print. ....	5
Data Element 5: The number of Braille-reading students who no longer receive any instruction in Braille reading and writing but do receive materials in Braille and Braille-related services. ....	6
Data Element 6: The number of certified vision teachers or teachers of the blind or visually impaired who are currently employed in the field in the State of Missouri.....	6
Data Element 7: The number of eligible students who use a slate and stylus and/or other devices in writing Braille. ....	7
Data Element 8: The number of eligible students educated in the general classroom, in an itinerant or resource classroom, in a self-contained classroom, or in a separate educational facility. ....	8
Data Element 9: The graduation rate of eligible students compared to those students who are not disabled. ....	10
Data Element 10: The number of eligible students who did not meet graduation requirements but were terminated from formal education having reached age twenty-one.....	11
Data Element 11: The number of eligible students who received transition planning services with the cooperation of the Division of Vocational Rehabilitation or Rehabilitation Services for the Blind as part of their IEP. ....	12
Data Element 12: The number of eligible students referred to Rehabilitation Services for the Blind or Division of Vocational Rehabilitation. ....	12
MISSOURI ASSESSMENT PROGRAM (MAP) – PERFORMANCE RESULTS.....	13
APPENDICES.....	16
APPENDIX A - Missouri Division State Plan for Special Education (Part B) – Visual Impairment/Blindness Definition .....	16
APPENDIX B - Federal Quota Registration Instructions .....	17
APPENDIX C - MO-DESE Special Education Placement and Dropout Categories.....	21

## **PURPOSE**

The Missouri Department of Elementary and Secondary Education (DESE) Division of Special Education (DSE), per Missouri Revised Statute 162.1136, conducts an annual study of the educational status of eligible blind/visually impaired students and reports the findings to the Missouri Legislature on December 1<sup>st</sup> each year. Copies of previous studies may be obtained at <http://www.dese.mo.gov/divspeced/Blind/literacy.html>.

## **BACKGROUND**

The information contained in this report pertains to the literacy of eligible blind students. An “eligible student” is statutorily defined as “any blind or visually impaired child, including any student who has a visual acuity of 20/200 or less in the better eye with conventional correction, or has a limited field of vision such that the widest diameter of the visual field subtends an angular distance not greater than twenty degrees (MoRs 162.1130), and who is eligible for special education services for the visually impaired as defined in the Department of Elementary and Secondary Education State Plan (MoRs 162.1136).” For the purposes of this report, “eligible student” is any student meeting the eligibility requirements for visual impairment/blindness in the Missouri State Plan for Special Education - Part B which includes the category of students previously reported as “partially sighted” (see Appendix A for DESE/DSE eligibility definition of visually impairment/blindness).

## **DATA ELEMENTS**

### **Data Element 1:** The methodology of the study

Data provided in this study were collected from two sources – American Printing House, Inc. (APH) which collects data for the *Federal Quota Registration* and Missouri Department of Elementary and Secondary Education (DESE) which collects data on all students including students with disabilities.

#### American Printing House (APH):

Data collected from APH for the *Federal Quota Registration* include students who are eligible to receive materials provided by the Federal Act to Promote the Education of the Blind (e.g. Braille, large print, audio). To be eligible for the Federal Quota Registration, students must meet the definition of blindness, i.e. "central visual acuity of 20/200 or less in the better eye with best correction; a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees; or visual performance reduced by a brain injury or dysfunction when visual function meets the definition of blindness as determined by an eye care specialist or neurologist."

Data utilized from APH includes counts of students enrolled in any formally organized public, private, or non-profit educational program of less than college level by grade placement, i.e. preschool and school age categories, and by primary reading medium. The Federal Quota Registration preschool categories include ages 0 to preK5, and the school age categories include grades 5K-12, academic nongraded, vocational, and other registrants enrolled and having an Individualized Education Program (IEP) (see Appendix B-Federal Quota Registration Instructions for descriptions). Further descriptive information beyond the scope of this report may be found at <http://www.aph.org/advisory/index.html>.

Missouri Department of Elementary and Secondary Education (DESE):

Data were utilized from the *Core Data Collection System*, DESE's web-based data collection system which is used to collect a variety of federal and state required educational information. The Core Data Collection System includes data concerning students' ages 3-21 with disabilities including students meeting the eligibility requirements for Visually Impaired/Blindness, i.e. "an impairment in vision that, even with correction, adversely affects a child's educational performance." This definition includes both partial sight (visual acuity of 20/70 to 20/200 in the better eye with best correction by glasses) and blindness (visual acuity of 20/200 or less in the better eye after best correction by glasses or a visual field measuring 20 degrees or less). These data include counts of students by age and by school district (for further descriptive information, see <http://www.dese.state.mo.us/divimprove/coredata/CDcollect.html>).

It should be noted that prior to December 1, 2003, data were collected separately for partially sighted and blind students. Thereafter data are collected as a single disability category, i.e. visual impairment/blindness, a combination of partially sighted and blind students.

Other required data were collected by the Division of Special Education via survey for school years 2001-2002, 2002-2003 and 2003-2004. The Blind Literacy Survey collects information annually in January concerning the literacy level of students recorded by APH on the *Federal Quota Registration*. This survey yields counts of blind students (ages 3 through 21) who:

- receive and no longer receive Braille reading and writing instruction
- use a slate, stylus or other writing device
- received transition planning services from Rehabilitative Services for the Blind (added to 2003-2004 survey)
- were referred to Rehabilitative Services for the Blind (added to 2003-2004 survey)

Calculations:

The eligibility definition for the Federal Quota Registration contains similar language as the Missouri statutory definition (162.1130RsMO) and the Missouri State Plan for Special Education (see Appendix A and Appendix B). However, reporting requirements for APH and DESE Core Data vary thus yielding different counts. The primary variances are as follows:

- APH Federal Quota Registration counts are collected annually on the first Monday in January on the basis of blindness alone or with other handicapping conditions with no primary handicap designated.
- DESE Core Data counts are collected annually on December 1 on the basis of visual impairment which includes partial sight as well as blindness as primary handicapping conditions. Therefore, the visual impairment/blindness category includes students who would not be counted on the APH Federal Quota Registration, i.e. partially sighted.

In order to ensure validity given these variances, data from APH and DESE Core Data are not combined for calculation or for comparative analysis, and data sources are noted on all tables and charts.

**Data Element 2:** The percentage of eligible students in the study who read Braille, print, or large print.

Blind/Visually Impaired Students Percentage by Primary Reading Medium School Age (5K to 21)										
Primary Reading Media	School Year									
	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
	#	%	#	%	#	%	#	%	#	%
Braille Readers	104	14.9%	98	14.1%	106	15.2%	103	15.3%	101	14.6%
Visual Readers	243	34.7%	248	35.7%	238	34.2%	235	35.0%	238	34.3%
Auditory Readers	32	4.6%	31	4.5%	34	4.9%	29	4.3%	35	5.0%
Prereaders	45	6.4%	53	7.6%	55	7.9%	72	10.7%	65	9.4%
Nonreaders	276	39.4%	265	38.1%	263	37.8%	233	34.7%	255	36.7%
Total School Age	700	100.0%	695	100.0%	696	100.0%	672	100.0%	694	100.0%

**Data Source:** Data as of 09/27/04 from APH Services, Inc. for Federal Quota Registration. Percentage of Readers = (Number in Primary Reading Media/Number of Eligible Students) x 100.

#### Primary Reading Media Definitions (APH):

- **Braille Readers** - Students primarily using Braille in their studies.
- **Visual Readers** - Students primarily using print in their studies.
- **Auditory Readers** - Students primarily using a reader or auditory materials in their studies.
- **Prereaders** - Students working on or toward a readiness level; older students with reading potential.
- **Nonreaders** - Nonreading students; students who show no reading potential; students who do not fall into any of the above categories.

#### Findings:

The percentage and the number of Braille and visual readers have remained consistent over the past five successive school years (1999-2000 to 2003-2004).

**Data Element 3:** The number of students who have a visual impairment sufficient to meet the definition of "eligible student" as defined in RsMo section 162.1130.

DESE Core Data Number of Blind/Visually Impaired Students																
	1999-2000*			2000-2001*			2001-2002			2002-2003			2003-2004			
	Local Public School Districts	MSB	Total Public School	Local Public School Districts	MSB	Total Public School	Local Public School Districts	MSB	Total Public School	Local Public School Districts	MSB	Total Public School	Local Public School Districts	MSB	Total Public School	
Ages 3 to PreK5	NA		NA	NA		NA	26		NA	13		NA	17		NA	17
Ages 5K to 21	317		108	425		322	322		119	441		344	125		469	375
TOTAL	317		108	425		322	119		441	370		125	495		388	115
Annual Percent Increase/Decrease	—		—	1.6%		10.2%	3.8%		14.9%	5.0%		12.2%	4.9%		-8.0%	1.6%
			—			—			—			—			5.2%	-8.7%
			—			—			—			—			2.0%	—

**Data Source:** Data as of 09/27/04 from Screen 11 of Core Data of DESE Core Data Collection System. Totals for Ages 3 to PreK 5 are not applicable to MSB which serves students ages 5K and older.

\*Prior to School Year 2001-2002, counts of early childhood students (ages 3-preK5) were not reported by disability category.

APH Federal Quota Registration Number of Blind/Visually Impaired Students															
	1999-2000			2000-2001			2001-2002			2002-2003			2003-2004		
	Other Public & Private Schools	MSB	Total	Other Public & Private Schools	MSB*	Total	Other Public & Private Schools	MSB	Total	Other Public & Private Schools	MSB	Total	Other Public & Private Schools	MSB	Total
Ages 3-PreK5	115	0	115	102	4	106	121	0	121	128	0	128	132	0	132
Ages 5K to 21	595	105	700	589	106	695	581	115	696	566	106	672	598	96	694
TOTAL	710	105	815	691	110	801	702	115	817	694	106	800	740	96	826
Annual Percent Increase/Decrease	—	—	—	-2.7%	4.8%	-1.7%	1.6%	4.5%	2.0%	-1.1%	-7.8%	-2.1%	6.6%	-9.4%	3.3%

**Data Source:** Data as of 09/27/04 from American Printing House Services, Inc. for Federal Quota Registration. Other Public & Private Schools include any formally organized public or private, nonprofit educational program of less than college level (see Appendix B for further information).

\*School year 2000-2001 was the last year MSB operated a preschool program.

### **Findings:**

- Based on DESE Core Data, the number of blind/visually impaired students educated in Missouri Local Public School Districts increased while the number of blind/visually impaired eligible students educated in Missouri School for the Blind decreased over the five year period (from 1999-2000 to 2003-2004).

**Data Element 4:** The number of students currently reading Braille, large print, and standard print.

Number of Braille and Visual Readers by Grade/Level															
Grade or Level	1999-2000			2000-2001			2001-2002			2002-2003			2003-2004		
	Braille Readers	Visual Readers	Total												
Academic Nongraded	1	15	16	3	14	17	2	5	7	8	7	15	6	7	13
K	5	9	14	6	8	14	5	6	11	3	12	15	2	9	11
1	6	11	17	4	13	17	6	16	22	5	10	15	9	14	23
2	7	10	17	4	10	14	9	14	23	5	18	23	4	15	19
3	13	12	25	11	12	23	5	13	18	6	17	23	8	19	27
4	10	17	27	10	15	25	9	10	19	6	16	22	4	17	21
5	7	18	25	8	15	23	11	16	27	6	12	18	6	23	29
6	10	22	32	5	17	22	8	13	21	9	14	23	9	17	26
7	10	21	31	11	23	34	5	18	23	6	13	19	8	15	23
8	10	18	28	7	23	30	9	22	31	7	20	27	7	17	24
9	9	23	32	10	17	27	8	19	27	11	23	34	6	16	22
10	3	23	26	9	22	31	14	19	33	9	17	26	11	21	32
11	4	19	23	4	24	28	7	25	32	10	18	28	8	22	30
12	4	18	22	2	22	24	4	25	29	6	24	30	10	15	25
Other Registrants	5	7	12	4	12	16	4	16	20	6	13	19	3	11	14
Vocational	0	0	0	0	1	1	0	1	1	0	1	1	0	0	0
Total	104	243	347	98	248	346	106	238	344	103	235	338	101	238	339
Percent of Total	30.0%	70.0%	100.0%	28.3%	71.7%	100.0%	30.8%	69.2%	100.0%	30.5%	69.5%	100.0%	29.8%	70.2%	100.0%

**Data Source:** Data as of 09/27/04 from APH Services, Inc. for Federal Quota Registration.

### Findings:

The number of Braille and visual readers has remained consistent over the past five successive school years (1999-2000 to 2003-2004).

**Data Element 5:** The number of Braille-reading students who no longer receive any instruction in Braille reading and writing but do receive materials in Braille and Braille-related services.

<b>Braille Readers Receiving Braille and Related Services and/or Materials But Not Receiving Braille Reading/Writing Instruction</b>			
School Year	2001-2002	2002-2003	2003-2004
Number of Non-Instructional Recipients	20	23	38
Total Braille Readers (instructional & non-instructional)	106	103	101
Percent of Total Braille Readers	18.9%	22.3%	37.6%

**Data Sources:** Number of non-instructional recipients (Braille readers not receiving Braille reading and writing instruction) from Blind Literacy Survey 2001, 2002 and 2003 from DESE-DSE. Percentage of Total Braille Readers = [Number of Non-Instructional Recipients/Total Braille Readers] x 100. Total Number of Braille Readers from APH Services, Inc. for Federal Quota Registration as of 09/27/04.

#### **Findings:**

The number and percent of Braille readers receiving Braille and related services materials but not receiving Braille reading or writing instruction increased over the three year period (from 2001-2002 to 2003-2004).

**Data Element 6:** The number of certified vision teachers or teachers of the blind or visually impaired who are currently employed in the field in the State of Missouri.

<b>Teachers Certified in Blind/Partially Sighted Employed in Missouri Public Schools</b>			
School Year	Local Public School Districts	MSB	Total Count
1999-2000	47	12	59
2000-2001	50	15	65
2001-2002	48	17	65
2002-2003	56	17	73
2003-2004	66	15	81

**Data Source:** Data as of 11/16/04 from Core Data and Certification from DESE. Counts are of teachers certificated in Blind/Partially Sighted (K-12), employed in any Missouri public school and teaching any special education class.

#### **Findings:**

- The number of certified vision teachers or teachers of the blind or visually impaired currently employed in the field in the State of Missouri by local public school districts increased over the five year period (from 1999-2000 to 2003-2004).
- The number of certified vision teachers or teachers of the blind or visually impaired currently employed in the field in the State of Missouri by MSB has remained consistent over the five year period (from 1999-2000 to 2003-2004).

**Data Element 7:** The number of eligible students who use a slate and stylus and/or other devices in writing Braille.

Blind/Visually Impaired Students			
Number Using Slate/Stylus and/or Other Device in Writing Braille			
School Year	2001-2002	2002-2003	2003-2004
Number Braille Writers	183	162	172
Total Braille and Visual Readers	344	338	339
Percent of Total Braille and Visual Readers	53.2%	47.9%	50.7%

**Data Sources:** Number of Braille Writers from Blind Literacy Survey 2001, 2002 and 2003 from DESE-DSE. Percentage of Total Braille and Visual Readers = Number of Braille Writers/Total Number of Braille and Visual Readers. Number of Braille and Visual Readers from APH Services, Inc. for Federal Quota Registration as of 09/27/04.

**Findings:**

The number of eligible students who use a slate/stylus or other writing devices in writing Braille has remained consistent over the past three successive school years (2001-2002 to 2003-2004).

**Data Element 8:** The number of eligible students educated in the general classroom, in an itinerant or resource classroom, in a self-contained classroom, or in a separate educational facility.<sup>1</sup>

**School Year 2003-2004:**

Blind/Visually Impaired Students Number of School Age (5K-21+) Placements by Age 2003-2004											
Age	LOCAL PUBLIC SCHOOL DISTRICT PLACEMENTS									MSB	TOTALS
	Outside Regular Class <21%	Outside Regular Class 21% to 60%	Outside Regular Class >60%	Private Separate Day Facility	Public Separate Day Facility	Homebound /Hospital	Private Residential Facility	Public Residential Facility	Total Local Public Schools	Total MSB	
5K	12	5	2	2	0	0	0	0	21	0	21
6	14	4	1	2	1	0	0	0	22	3	25
7	16	7	3	0	0	0	0	0	26	7	33
8	19	6	2	0	2	0	0	0	29	7	36
9	26	8	2	0	0	0	0	0	36	3	39
10	21	6	1	0	0	0	0	0	28	2	30
11	22	6	4	0	0	0	0	0	32	5	37
12	17	6	2	1	0	0	0	0	26	7	33
13	24	7	5	0	0	1	0	0	37	4	41
14	21	1	3	0	1	0	0	0	26	9	35
15	14	12	3	0	0	0	0	1	30	3	33
16	18	8	5	0	1	1	0	0	33	16	49
17	16	5	3	0	0	0	0	1	25	9	34
18	3	6	2	0	1	0	0	0	12	12	24
19	0	3	0	0	0	1	1	0	5	8	13
20	0		0	0	0	0	1	1	2	6	8
21+	0	1	0	0	0	0	0	0	1	4	5
TOTAL SCHOOL AGE	243	91	38	5	6	3	2	3	391	105	496
Percent of Total	49.0%	18.3%	7.7%	1.0%	1.2%	0.6%	0.4%	0.6%	78.8%	21.2%	100.0%

**Data Source:** Data as of 10/27/04 from Screen 11 of Core Data from DESE Core Data Collection System.

<sup>1</sup> Placement categories are designated as follows : General classroom = Outside Regular Class <21%  
Itinerant or Resource = Outside Regular Class 21% to 60%  
Self-Contained = Outside Regular Class >60%

(Continued on next page)

**Data Element 8:** The number of eligible students educated in the general classroom, in an itinerant or resource classroom, in a self-contained classroom, or in a separate educational facility (CONTINUED FROM PREVIOUS PAGE).

Blind/Visually Impaired Students Number of School Age (5K-21+) Placements by Age										
Placement	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
	#	%	#	%	#	%	#	%	#	%
Local School District Placements										
Outside Regular Class <21%	218	50.6%	212	47.9%	217	46.2%	246	50.0%	243	49.0%
Outside Regular Class 21% to 60%	69	16.0%	74	16.7%	89	18.9%	91	18.5%	91	18.3%
Outside Regular Class >60%	24	5.6%	26	5.9%	26	5.5%	28	5.7%	38	7.7%
Private Separate Day Facility	3	0.7%	2	0.5%	4	0.9%	4	0.8%	5	1.0%
Public Separate Day Facility	1	0.2%	5	1.1%	5	1.1%	2	0.4%	6	1.2%
Homebound/Hospital	2	0.5%	2	0.5%	2	0.4%	3	0.6%	3	0.6%
Private Residential Facility	0	0.0%	1	0.2%	1	0.2%	1	0.2%	2	0.4%
Public Residential Facility	6	1.4%	2	0.5%	1	0.2%	2	0.4%	3	0.6%
Total Local School District Placements	323	74.9%	324	73.1%	345	73.4%	377	76.6%	391	78.8%
Total MSB	108	25.1%	119	26.9%	125	26.6%	115	23.4%	105	21.2%
<b>TOTAL</b>	<b>431</b>	<b>100.0%</b>	<b>443</b>	<b>100.0%</b>	<b>470</b>	<b>100.0%</b>	<b>492</b>	<b>100.0%</b>	<b>496</b>	<b>100.0%</b>

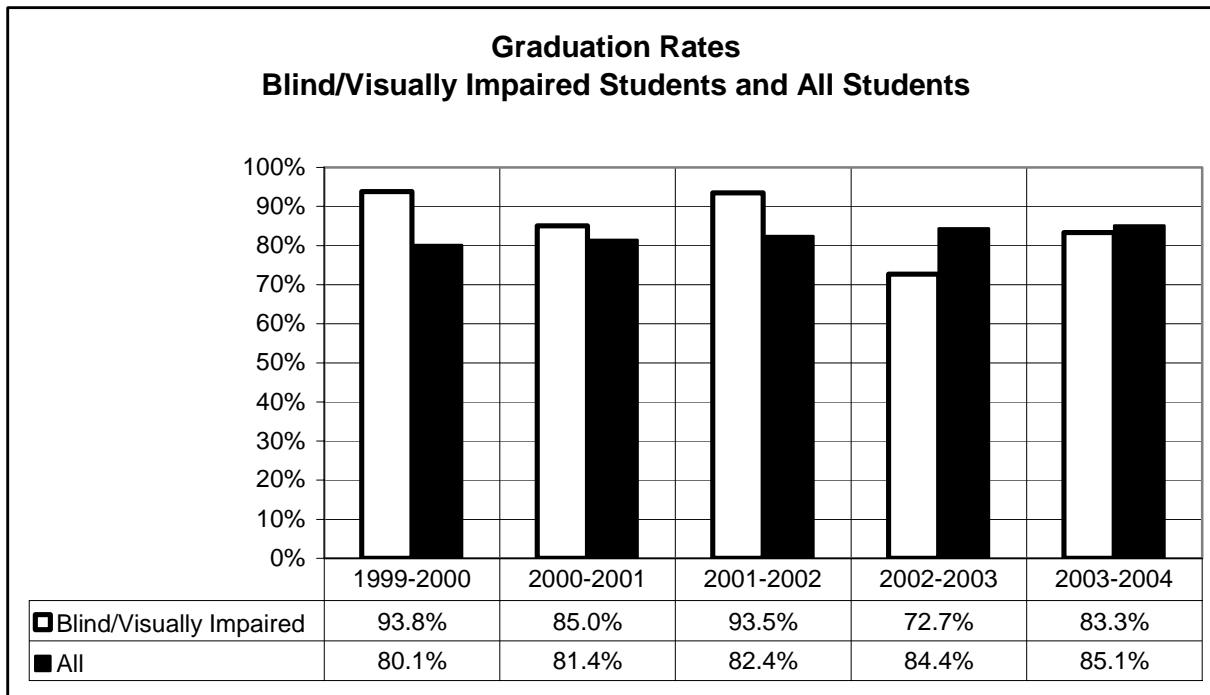
**Data Source:** Data as of 10/30/04 from Screen 11 of Core Data from DESE Core Data Collection System.

### **Findings:**

Over the past five successive school years (1999-2000 to 2003-2004), the number of blind/visually impaired students educated in the continuum of placements within Missouri public schools is shifting from MSB to local school district placements.

**Data Element 9:** The graduation rate of eligible students compared to those students who are not disabled.

Since the total sum of blind/visually impaired graduates and dropouts is typically less than 40 students statewide, graduation rates tend to vary significantly from year to year, i.e. the addition of one dropout can cause the graduation rate to drop significantly. Therefore, when comparing trends in blind/visually impaired graduation rates this factor should be taken into consideration.



Blind/Visually Impaired Students					
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Number of Graduates	30	34	43	32	30
Total Dropouts*	2	6	3	12	6
Total	32	40	46	44	36

\*Total Dropouts include received certificate; reached maximum age; moved, not known to be continuing; and dropped out. See Appendix C-Special Education Dropout Categories for descriptions.

**Data Source:** Data as of 11/01/04 from DESE Core Data Collection System.  
Graduation Rate=Number of Graduates/(Number of Graduates + Total Dropouts) x 100

Blind/Visually Impaired Students					
	Number of Dropouts				
Exit Category	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Received Certificate	0	0	0	0	0
Reached Maximum Age	0	0	0	1	0
Moved, Not Known to be Continuing	1	5	0	7	2
Dropped Out	1	1	3	4	4
TOTAL DROPOUTS	2	6	3	12	6

**Data Source:** Data as of 11/01/04 from DESE Core Data Collection System.

**Findings:**

The graduation rate for blind/visually impaired students exceeded the graduation rate for all students in Missouri public schools from 1999-2000 to 2001-2002. However, the number of blind/visually impaired dropouts in the Moved, Not known to be Continuing exit category for 2002-2003 increased thereby decreasing the graduation rate by 20.8% from the previous school year (data indicates 6 of the 7 total were partially sighted students). In 2003-2004, the number of blind/visually dropouts, including the number in the Moved, Not Known to be Continuing category, decreased thereby yielding a graduation rate consistent with all students.

**Data Element 10:** The number of eligible students who did not meet graduation requirements but were terminated from formal education having reached age twenty-one.

Blind/Visually Impaired Students	
Number Who Reached Age 21 Without Attaining a High School Diploma	
School Year	Number
1999-2000	0
2000-2001	0
2001-2002	0
2002-2003	1
2003-2004	0

**Data Source:** Data as 11/01/04 from Screen 12 of Core Data from DESE Core Data Collection System. Number includes Reached Maximum Age and Received Certificate Exit Categories.

**Findings:**

The number of blind/visually impaired eligible students not meeting graduation requirements but terminated from formal education having reached age twenty-one is negligible with only one student over the past five school years (1999-2000 to 2003-2004).

**Data Element 11:** The number of eligible students who received transition planning services with the cooperation of the Division of Vocational Rehabilitation or Rehabilitation Services for the Blind as part of their IEP.

Please note - vocational rehabilitative services to the blind are provided by Rehabilitative Services for the Blind (RSB) rather than by the Division of Vocational Rehabilitation. RSB delivers vocational rehabilitative services to eligible blind/visually impaired students ages 14 and over and to their families statewide (further information may be found at <http://www.dese.state.mo.us/divspeced/Blind/RSB.html>).

<b>Cooperative IEP Transition Planning Services from Rehabilitative Services for the Blind 2003-2004</b>	
Number of Student Recipients	118
APH Federal Quota Registration	
Number of Students Age 14-21+	335

**Data Source:** Data from Blind Literacy Survey 2003 from DESE and from APH Services, Inc. for Federal Quota Registration as of 09/27/04

**Findings:**

A conservative number of blind/visually impaired students received transition planning services with the cooperation of RSB as part of their IEP for school year 2003-2004 as compared to the number of blind/visually impaired students age 14-21+ reported on the APH Federal Quota Registration.

**Data Element 12:** The number of eligible students referred to Rehabilitation Services for the Blind or Division of Vocational Rehabilitation.

Please note - rehabilitative services to the blind are provided by Rehabilitative Services for the Blind (RSB) rather than by the Division of Vocational Rehabilitation. All children ages 0 to 21+ identified as visually impaired upon parental consent or consent of the student (if the student is at least age eighteen) are to be referred from the local education agency to RSB. Additional information concerning the referral process may be found at <http://www.dese.state.mo.us/divspeced/Blind/RSB.html>.

<b>Referrals to Rehabilitative Services for the Blind 2003-2004</b>	
Number of Students Referred	301

**Data Source:** Data from Blind Literacy Survey 2003 from DESE.

**Findings:**

A conservative number of blind/visually impaired students were referred to RSB for school year 2003-2004 as compared to the number of blind/visually impaired students reported to DESE or the APH Federal Quota Registration (see *Data Element 3 – APH data for school year 2003-2004*).

## MISSOURI ASSESSMENT PROGRAM (MAP) – PERFORMANCE RESULTS\*

### Reading:

Missouri Assessment Program (MAP) Performance Results - Reading Proficiency									
GRADE 3	BLIND			PARTIAL SIGHT			ALL		
Number of Students	2002	2003	2004	2002	2003	2004	2003	2002	2004
Accountable	11	10	14	20	29	17	65,957	68,918	65,139
Reportable	11	10	13	20	28	17	64,899	68,013	64,500
<b>Percent of Students</b>									
Level Not Determined	0.0	0.0	7.1	0.0	3.4	0.0	1.6	1.3	1.0
Satisfactory and Above	72.7	80.0	92.3	50.0	71.4	76.5	73.4	76.8	74.5
Unsatisfactory	27.3	20.0	7.7	50.0	28.6	23.5	26.6	23.2	25.5
<b>MAP Index</b>	181.8	180.0	246.2	155.0	203.6	194.1	207.8	216.0	207.2
GRADE 7	BLIND			PARTIAL SIGHT			ALL		
Number of Students	2002	2003	2004	2002	2003	2004	2003	2002	2004
Accountable	8	6	21	29	27	31	72,299	70,872	73,298
Reportable	7	6	19	29	27	31	70,564	69,552	72,174
<b>Percent of Students</b>									
Level Not Determined	12.5	0.0	9.5	0.0	0.0	0.0	2.4	1.9	1.5
Satisfactory and Above	85.7	100.0	31.6	37.9	29.6	32.3	62.6	65.8	62.0
Unsatisfactory	14.3	0.0	68.4	62.1	70.4	67.7	37.4	34.2	38.0
<b>MAP Index</b>	228.6	233.3	152.6	144.8	140.7	151.6	196.2	200.3	195.8

### **\*NOTES:**

Accountable – the number of students in the grade level being tested.

Reportable – the number of students who earned a valid score in one of the five achievement levels (Advanced, Proficient, Nearing Proficient, Progressing, and Step 1).

Level Not Determined – the number of no shows, sick, MAP-A eligible (2000, 2001 and 2003 only), cheated and no valid attempt (equal to the number Accountable minus the number Reportable).

Percent Top 3 Levels – includes Advanced, Proficient, and Nearing Proficient achievement levels.

Percent Bottom 2 Levels – includes Progressing and Step 1 achievement levels

MAP Index - a weighted average of the five achievement levels ranging from 100 to 300, 100 indicates all students scored in the lowest achievement level and 300 indicates all students scored in the highest achievement level.

2004 MAP data - includes MAP-A achievement level results.

Communication Arts:

Missouri Assessment Program (MAP) Performance Results - Communication Arts										
GRADE 3		BLIND			PARTIAL SIGHT			ALL		
Number of Students		2002	2003	2004	2002	2003	2004	2002	2003	2004
Accountable		11	10	14	20	29	17	68,918	65,957	65,139
Reportable		11	10	13	20	28	17	68,013	64,899	64,500
<b>Percent of Students</b>										
Level Not Determined		0.0	0.0	7.1	0.0	3.4	0.0	1.3	1.6	1.0
Top 3 Levels		63.6	80.0	92.3	45.0	67.9	70.6	73.7	73.6	74.4
Bottom 2 Levels		36.4	20.0	7.7	55.0	32.1	29.4	26.3	26.4	25.6
<b>MAP Index</b>		177.3	195.0	219.2	172.5	185.7	197.1	202.3	201.0	201.9
GRADE 7		BLIND			PARTIAL SIGHT			ALL		
Number of Students		2002	2003	2004	2002	2003	2004	2002	2003	2004
Accountable		8	6	21	29	27	31	70,872	72,299	73,298
Reportable		7	6	19	29	27	31	69,552	70,564	72,174
<b>Percent of Students</b>										
Level Not Determined		12.5	0.0	9.5	0.0	0.0	0.0	1.9	2.4	1.5
Top 3 Levels		71.4	100.0	31.6	34.5	25.9	22.6	64.5	63.7	62.9
Bottom 2 Levels		28.6	0.0	68.4	65.5	74.1	77.4	35.5	36.3	37.1
<b>MAP Index</b>		207.1	216.7	157.9	156.9	146.3	151.6	192.6	191.8	191.2
GRADE 11		BLIND			PARTIAL SIGHT			ALL		
Number of Students		2002	2003	2004	2002	2003	2004	2002	2003	2004
Accountable		15	12	18	18	7	18	59,185	59,977	59,983
Reportable		14	11	18	16	6	16	57,009	57,880	58,837
<b>Percent of Students</b>										
Level Not Determined		6.7	8.3	0.0	11.1	14.3	11.1	3.7	3.5	1.9
Top 3 Levels		42.9	36.4	22.2	25.0	50.0	37.5	65.4	64.6	64.4
Bottom 2 Levels		57.1	63.6	77.8	75.0	50.0	62.5	34.6	35.4	35.6
<b>MAP Index</b>		150.0	154.5	136.1	140.6	158.3	159.4	186.4	184.8	185.2

**Mathematics:**

Missouri Assessment Program (MAP) Performance Results - Mathematics										
GRADE 4		BLIND			PARTIAL SIGHT			ALL		
Number of Students		2002	2003	2004	2002	2003	2004	2002	2003	2004
Accountable		10	34	12	24	24	19	69,437	71,897	66,658
Reportable		10	34	12	24	23	19	68,633	71,242	66,259
Percent of Students										
Level Not Determined		0.0	0.0	0.0	0.0	4.2	0.0	1.2	0.9	0.6
Top 3 Levels		40.0	47.1	75.0	33.3	65.2	73.7	79.7	78.9	82.4
Bottom 2 Levels		60.0	52.9	25.0	66.7	34.8	26.3	20.3	21.1	17.6
<b>MAP Index</b>		165.0	167.6	212.5	164.6	191.3	200.0	210.4	210.7	214.4
GRADE 8		BLIND			PARTIAL SIGHT			ALL		
Number of Students		2002	2003	2004	2002	2003	2004	2002	2003	2004
Accountable		11	6	20	22	25	29	70,680	68,984	72,031
Reportable		10	6	20	21	25	28	69,323	67,871	71,158
Percent of Students										
Level Not Determined		9.1	0.0	0.0	4.5	0.0	3.4	1.9	1.6	1.2
Top 3 Levels		30.0	33.3	10.0	9.5	32.0	32.1	48.8	45.4	49.1
Bottom 2 Levels		70.0	66.7	90.0	90.5	68.0	67.9	51.2	54.6	50.9
<b>MAP Index</b>		160.0	175.0	145.0	131.0	152.0	148.2	173.1	170.0	173.4
GRADE 10		BLIND			PARTIAL SIGHT			ALL		
Number of Students		2002	2003	2004	2002	2003	2004	2002	2003	2004
Accountable		29	10	22	14	30	23	65,707	65,457	66,139
Reportable		29	10	21	13	30	22	63,985	63,755	64,893
Percent of Students										
Level Not Determined		0.0	0.0	4.5	7.1	0.0	4.3	2.6	2.6	1.9
Top 3 Levels		13.8	10.0	14.3	7.7	26.7	27.3	44.6	41.0	47.1
Bottom 2 Levels		86.2	90.0	85.7	92.3	73.3	72.7	55.4	59.0	52.9
<b>MAP Index</b>		139.7	120.0	138.1	119.2	143.3	147.7	167.5	163.8	171.1

**Findings:**

Since the total number accountable for blind students and for partially sighted students is typically less than 30 (ranging from 6 to 34 each year), percents in the achievement levels in communication arts and mathematics and reading vary considerable from year to year, i.e. the achievement level of one student may effect the achievement level for the disability grouping.

## **APPENDICES**

### **APPENDIX A - Missouri Division State Plan for Special Education (Part B) – Visual Impairment/Blindness Definition**

#### **Visual Impairment/Blindness Definition:**

Visual Impairment, including blindness, means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

#### **Criteria for Initial Determination of Eligibility**

A child displays a Visual Impairment when:

- A. a visual impairment or a progressive vision loss has been diagnosed by an optometrist or ophthalmologist;
- B. visual acuity has been determined to be:
  - 1) for visual impairment, of 20/70 to 20/200 in the better eye with best correction by glasses;
  - 2) for blindness, of 20/200 or less in the better eye after best correction by glasses or a visual field measuring 20o or less.
- C. the visual impairment adversely affects the child's educational performance.

## **APPENDIX B - Federal Quota Registration Instructions<sup>2</sup>**

### **Instructions 2004 Federal Quota Registration Enrollment "As of" Date: Monday, January 5, 2004 Deadline for return of form: February 3, 2004**

#### **OVERVIEW:**

The Federal Quota Program was initiated in 1879 by the federal Act to Promote the Education of the Blind. This program is a means whereby a per capita amount of money is designated for the purchase of educational materials for each eligible student registered through an established Federal Quota account. These Federal Quota accounts are maintained and administered by the American Printing House for the Blind (APH) and its Ex Officio Trustees.

The Federal Quota Registration is the census that records students who are eligible to receive materials provided by the federal Act to Promote the Education of the Blind. This census is conducted through the Advisory Services portion of the Act. This booklet outlines the process of registering students for this program.

#### **ELIGIBILITY FOR FEDERAL QUOTA REGISTRATION:**

In order for students to be eligible for registration in the Federal Quota Program, they MUST meet the requirements as outlined in An Act to Promote the Education of the Blind. Students must:

- Meet the definition of blindness--"central visual acuity of 20/200 or less in the better eye with best correction; a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees; or visual performance reduced by a brain injury or dysfunction when visual function meets the definition of blindness as determined by an eye care specialist or neurologist."<sup>3</sup>
- Be enrolled in a formally organized public or private, nonprofit educational program of less than college level.
- Be enrolled with the registering school or agency on the first Monday in January.

The educational programs providing services to these students can include public, private, and parochial schools.

There is NO chronological age limit for eligibility. The federal law limits registration to persons working at less than college level, but places no restriction on the ages of eligible students.

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<sup>2</sup> Guidelines compiled from these instructions are distributed statewide to schools by Missouri School for the Blind (MSB) for the APH Federal Quota Registration as outlined by APH per federal requirements (see <http://www.aph.org/fedquotpgm/instr2005.html>).

<sup>3</sup> The second part of the definition that states "or visual performance reduced by a brain injury or dysfunction when visual function meets the definition of blindness as determined by an eye care specialist or neurologist" was added to the instructions January 2004.

## **Eligibility of Adults**

The Board of Trustees of the American Printing House for the Blind, at its 1985 Annual Meeting, approved a resolution which requires that students in education programs--but not enrolled in grade 12 or below--MUST "have a written instruction plan and be enrolled in and attend, on a regular basis, an instructional program of at least 20 hours of instruction per week. Social and leisure programs do not qualify as instructional programs."

## **Eligibility of Infants, Preschool Children, and Homebound Students**

Eligible infants, preschool children, and homebound students can be registered if they are enrolled in a formally organized, regularly scheduled educational or training program and have a written education plan.

## **Eligibility of Students Who Are Home Schooled**

In order for blind students enrolled in home school programs to prove eligible for registration in the Federal Quota Program, the home school program should meet guidelines and/or procedures in effect within each individual state.

## **INFORMATION TO BE REPORTED:**

For each eligible student, the following data must be reported:

- Name
- Date of birth
- School system or agency enrolling the student
- Grade placement
- Measurement of vision in right eye
- Measurement of vision in left eye
- Primary reading medium
- Additional reading media

## **DEFINITIONS OF REQUIRED INFORMATION AND REPORTING CODES:**

### **Adult Students:**

This includes all eligible participants over school age.

- Reporting Code: AD
- Definition of Student Placement Category Adult Students: Adults above school age, as determined by state law, in educational programs of less than college level.

Students in education programs, but not enrolled in grade 12 or below, must "have a written instruction plan and be enrolled in and attend, on a regular basis, an instructional program of at least 20 hours of instruction per week. Social and leisure programs do not qualify as instructional programs."

**Preschool and School Age Students:**

This is not to include any eligible participants over school age.

<b><u>Reporting Code</u></b>	<b><u>Definition</u></b>
IP	Infants: Children of preschool age served by infant programs
PS	Preschool Students: Children of preschool age served by preschool programs
KG	Kindergarten Students: Children enrolled in kindergarten classes
01-12	Students of School Age: Determined by state law, in regular academic grades 1 through 12. Please indicate grade placement by using numerals 01 through 12
AN	Academic Non-graded: Students of school age, as determined by state law, who are working to acquire skills necessary for placement in a regular grade.
VO	Vocational Students: Students of school age, as determined by state law, who are in vocational training (e.g., students enrolled in a program which is designed to lead to independent employment). This does not include multi-handicapped students in prevocational programs or classes.
PG	Post-graduate Students: Students of school age, as determined by state law, in post-graduate high school programs, studying at less than college level
OR	Other Registrants: Students of school age, as determined by state law, who do not fall into any of the above placements (e.g., students enrolled in classes for nonacademic students)

- **Vision Measurements and Reporting Codes:**

<b><u>Reporting Code</u></b>	<b><u>Visual Measurement</u></b>
Example: 20/200 or 20/400	Distance Vision: 20/200 or less with maximum correction using the Snellen Chart
VF and the degree of restriction (e.g., VF 20, VF 6)	Visual Field: Restricted field of 20 degrees or less
CF	Counts Fingers: Should be used only when an eye specialist finds it is not possible to obtain an acuity using the Snellen Chart
FDB	Functions at the Definition of Blindness: Should be used when visual functioning is reduced by a brain injury or dysfunction and visual acuity is not possible to determine using the Snellen Chart.
HM	Hand Movements: Should be used only when an eye specialist finds it is not possible to obtain an acuity using the Snellen Chart.
OP	Object Perception
LP	Light Perception
NIL	Totally Blind

- **Reading Media:**

**Primary Reading Media and Reporting Codes:**

The primary reading medium is to be reported for each student using the following reporting codes. Only these codes will be accepted. Note: Infants and preschoolers identified as visual, Braille, or auditory readers should be reported using the appropriate media code.

<b><u>Reporting Code</u></b>	<b><u>Primary Reading Medium</u></b>
V	Visual Readers: Student primarily using print in their studies
B	Braille Readers: Students primarily using Braille in their studies
A	Auditory Readers: Students primarily using a reader or auditory materials in their studies
P	Prereaders: Students working on or toward a readiness level; infants, preschoolers, or older students with reading potential
N	Nonreaders: Nonreading students; students who show no reading potential; students who do not fall into any of the above categories

**Additional Reading Media and Reporting Codes (Required Category):**

In addition to listing a primary reading medium, please check all additional reading media so that a more accurate profile of student literacy can be tracked. Please list all that apply.

<b><u>Reporting Code</u></b>	<b><u>Additional Reading Medium</u></b>
V	Visual: Students use print to some extent
B	Braille: Students use Braille to some extent
A	Auditory: Students use a reader or auditory materials to some extent
N/A	Not Applicable: Nonreaders, prereaders, or students with no additional reading media

## **APPENDIX C - MO-DESE Special Education Placement and Dropout Categories**

### **SPECIAL EDUCATION PLACEMENT CATEGORIES (Descriptions for Screen 11 of Core Data Collection System)**

#### **Public Schools - School Age Placement Categories (Ages 5K-22)**

**Outside Regular Class less than 21 percent of day** (This includes the service delivery models of Class within a Class, Regular Curriculum with Modifications, and Parallel Curriculum) - Children with disabilities who receive special education and related services outside the regular classroom for less than 21 percent of the school day. Note: This could include students with disabilities placed in an alternative school program with non-disabled peers.

**Outside Regular Class at least 21 percent / No more than 60 percent** - Children with disabilities who receive all of their special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. Note: This could include students with disabilities placed in an alternative school program with non-disabled peers.

**Outside Regular Class more than 60 percent of day** - Children with disabilities who receive all of their special education and related services outside the regular classroom for more than 60 percent of the school day. This category does not include children who received education programs in public or private separate day or residential facilities. Note: This could include students with disabilities placed in an alternative school program with non-disabled peers.

**State Operated Separate School** - This includes residential and day programs operated by the State Board of Education (School for the Blind, School for the Deaf, and State Schools for the Severely Handicapped). Also include in this category any students that are currently being served under homebound or at a private agency through a state school.

**Private Separate (Day) Facility** - Children with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private separate facilities. This includes students with disabilities who are served by a private educational agency other than a parochial school. This includes those approved private agencies with whom districts contract to provide special education services to students within their district.

**Public Separate (Day) Facility** - Children with disabilities who receive all of their special education and related services for greater than 50 percent of the school day in public separate facilities. This includes those students with disabilities placed by the IEP team in a segregated facility operated by a public school. This *does not* include residential facilities and does not encompass facilities that include non-disabled students such as alternative school programs.

*(Continued on next page)*

**Homebound/Hospital** - Due to student's illness, medically fragile condition, or a disciplinary suspension, the student receives special education at home or in a hospital via a visiting teacher or telephone instruction based on the student's IEP.

**Private Residential Facility** - Children with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private residential facilities, who are placed by the **public school IEP** team. This *does not* include students living in private residential facilities but attending public schools.

**Public Residential Facility or Not-for Profit Residential Facility** - Children with disabilities who receive all of their special education and related services for greater than 50 percent of the school day in public residential facilities or not-for-profit residential facilities. Public residential facilities or not-for-profit facilities provide educational programs for students **placed by** the Department of Mental Health, the Division of Youth Services, the Department of Family Services, or the Missouri juvenile court system. The educational program is provided within the facilities. Examples of public residential facilities include the Habilitation Centers at Higginsville, Marshall and St. Louis; the Comprehensive Psychiatric Services provided at St. Joseph and Fulton; or Youth Centers provided by the Division of Youth Services. Examples of not-for-profit residential facilities include Butterfield Youth Services or Boys Town/Girls Town, but do not include placements made by the public school IEP team.

## **SPECIAL EDUCATION DROPOUT CATEGORIES** **(Descriptions for Screen 12 of the Core Data Collection System)**

### **Dropout Categories (Ages 14-22):**

**\*Received a Certificate** – Students with disabilities who exited an educational program through the receipt of a certificate of attendance. This includes students who **reached age 21** or otherwise terminated their education and who have met the district's attendance requirements.

**\*Reached Maximum Age** – Students with disabilities who exited an educational program because they reached the maximum age for receipt of educational services and **did not** receive a diploma **or** certificate of attendance.

**\*Moved, Not Known to be Continuing** – Students with disabilities who have moved out of the district and are **not** known to be continuing in any type of educational program (i.e., no records request from another educational program).

**\*Dropped Out** – Students with disabilities who are enrolled during the year and were not enrolled at the end of the year and did not exit through any of the other categories. This includes dropouts, runaways, expulsions, GED recipients, and status unknown.

\* These Exit categories are combined for dropout calculations.